



Madison Elementary School

319 West Nebraska Avenue

Spokane, WA 99205

Math Instructional Coach: Sharon Leonard

Over the past few years, through the leadership of principal Brent Perdue, Madison Elementary staff have deliberately reviewed all aspects of mathematics instruction and honed their instructional and assessment approaches. They have been systematic in their review of improvement areas with the intention of “leaving nothing to chance when it comes to mathematics.”

Teachers at Madison Elementary School lead daily 90-minute mathematics lessons; the daily math block addresses instruction, investigation, and practice in the following strands: number sense, measurement, geometric sense, probability and statistics, and algebraic sense. Students participate in a daily skill review that includes a mixture of problems from each of the strands and problem solving that includes solving real-world problems.

Staff are committed to balanced teaching, ensuring that there is attention always to developing both conceptual and procedural understanding. Developing strong number sense and fluency with arithmetic facts are considered foundational. Teachers use open number lines and double number lines to teach fractions and a variety of models and manipulatives for demonstrations and explicit teaching.

Madison staff frequently debrief student work, using a formal protocol for structuring the discussions. The goal of these discussions is to understand the level of individual and group mastery of key topics and skills and identify next teaching steps. As part of the schoolwide commitment to strengthening mathematics proficiency, all teachers use common assessments related to units of instruction at each grade level. Assessment grids are display formats that facilitate analysis of results by individual, group, and grade level for each benchmarks.

The principal and teachers are strong proponents of the importance of effort and persistence in learning mathematics. They meet directly with parents to counter any negative messages that parents may inadvertently provide to their children about mathematics.

- ◆ Elementary (K-6)
- ◆ 76% White
- ◆ 6% Hispanic
- ◆ 5% Black
- ◆ 3% Asian
- ◆ 2% Native American
- ◆ 24% Free or Reduced-Price Lunch
- ◆ 3% English Language Learners
- ◆ 18% Special Education